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ABSTRACT

The purpose of this study was to describe the role of the Alabama vocational education district supervisor as perceived by local education administrators and teachers. (Applicability of the methodology and the findings may prove valuable to other state departments of vocational education as well.) Questionnaires were sent to 650 administrators and 685 vocational teachers asking them to rank order the desirability of functions and tasks of the district supervisor and to identify tasks that could be best performed through group workshops and conferences and those best performed between the district supervisor and individual teachers or administrators. Fifty-eight percent of the instruments returned by the administrators and 66% of those returned by the vocational teachers were considered usable. Findings were that of fourteen functions rated, the highest ranked were curriculum and instructional improvement, while tasks which received the highest priority relative to the fourteen functions were providing teachers with information, resources, and/or materials for instruction. Administrators and teachers agreed that in many cases responsibilities of district supervisors could be discharged through group efforts rather than through individual interaction with teachers or administrators. Recommendations included that district supervisors develop competencies in areas of dissemination and diffusion activities, group processes, and utilization of resource persons and materials. (The rank ordered listing of supervisor competencies is appended to the report.) (BL)

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ROLE OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR IN ALABAMA

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RESEARCH COORDINATING UNIT
DIVISION OF VOCATIONAL EDUCATION
ALABAMA STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA 36130

June 1977
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FOREWORD

Few positions in education have been more maligned, misunderstood, and challenged than that of the district supervisor of vocational education. The role conflict centers in the locus of control controversy. Conflicts in locus of control in education are epitomized in the opposing forces concerning state supervision of local educational programs. The verbalized move in the governance of education to afford more local atomony is incongruent with the increasing constraints of federal and state regulations associated with educational funding. The appropriate role of the field staff of the state educational agency has become extremely clouded.

Serious consideration should be given to defining state agency staff roles and their relationship to local staff and local programs. The study reported herein is one valuable source of information which should be utilized in developing such role definitions. It is hoped that the information derived from this study and other pertinent information will contribute to the delineation of roles for state agency field staffs in vocational education and thus will assist in the continuing improvement of vocational education programs.

We are indebted to Dr. Jim Cornell of the Research Coordinating Unit who was principle investigator of the study. Appreciation is expressed to Mr. B. P. Dilworth of the Division of Vocational Education and Mr. Marion N. Humphries of the Research Coordinating Unit for assistance in coordinating the study. Appreciation is also expressed to the following individuals who assisted in developing and validating the survey instruments: Dr. James Owen and Mr. Robert Boshell, State Department of Education; Dr. R. M. Courington, local superintendent; Dr. Joseph Morton, local superintendent; Mr. Tom Griffith, local vocational director; Mr. Ben Garmon, local vocational director; Mr. Rovert Oliver, T&I coordinator; Mr. W. J. Sellers, principal; Dr. Edward Richardson, principal; Mrs. Doris Griffin, home economics instructor; Mr. Charles Knowles, local vocational director; Mr. A. C. Allen, Jr., local superintendent; Mr. Ralph Esco, T&I instructor; Mrs. Gwen Teel, DE coordinator; Mrs. Alvan J. Baker, BOE instructor; Mrs. Lois Howard, HOE instructor; Mr. John Goff, agribusiness instructor; Mr. Charles Edgar, principal; and Mrs. Alice Blackburn, home economics instructor. Appreciation is further expressed to the state vocational education staff who assisted in disseminating and collecting the survey instruments. Special appreciation is expressed to the 565 vocational teachers and local administrators who responded to the survey instruments.

S. Douglas Patterson, Director
Research Coordinating Unit

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I. INTRODUCTION

One of the oldest positions within vocational education is that of district supervisor. Persons serving in this role have provided a link between local vocational programs and state departments of education since 1918 when the Federal Board for Vocational Education authorized the use of federal funds allocated for teacher training to pay salaries and other expenses of supervision in all existing service areas of vocational education. With the increasing demand for supervision at the local level, this authorization has been continued in every major piece of legislation for vocational education.

A contributing factor to the endurance of this position has been the ability of district supervisors to adapt to change. Operating with the nebulus and loosely defined responsibility of improving instruction, district supervisors have been able to gear their activities to serve the expressed needs of local vocational educators. For years a district supervisor's target group was composed almost exclusively of teachers within his or her service area. The district supervisor was a master teacher with experience and expertise in a service area, and his or her services related primarily to individual teacher concerns rather than to the overall program.

Many changes have occurred in vocational education during its comparatively young existence as an accepted and integral part of our educational system. Tremendous growth in enrollments and course offerings has been accompanied by major changes in the vocational education delivery system. Each piece of legislation affecting vocational education has added new dimensions to the program. Funding has been expanded beyond the traditional service areas to include vocational guidance, research, industrial arts, career education, area center construction, professional development, advisory councils, cooperative education, disadvantaged and handicapped services, work study programs, exemplary programs, evaluation, and planning.

As the scope and purpose of vocational education have expanded so has the role of the vocational education district supervisor. The burden to transmitting to local administrators and teachers information, resources and materials related to all aspects of the vocational program has been left primarily with vocational education district supervisors employed by the state education agency. They remain as the major link between state departments of vocational education and local educators in matters relating to vocational education. If the district supervisor is to reach full potential in performing his/her role, he/she must be aware of what the people being served perceive to be his/her most desirable role.

Purpose

The purpose of this study was to describe the role of the vocational education district supervisor as perceived by local education administrators

and teachers. More specifically, the study attempted to answer the following questions:

1. What do the following reference groups perceive to be the most desirable functions that the district supervisor can perform?

   a. agribusiness teachers
   b. business and office education teachers
   c. distributive education teachers
   d. occupational home economics teachers
   e. consumer home economics teachers
   f. trade and industrial education teachers

2. What tasks within selected functional areas are considered to be most desirable by the reference groups?

3. Which selected functions do the reference groups believe could be performed most effectively through group workshops or conferences?

4. Which selected functions do the reference groups believe could be performed most effectively through interaction between the district supervisor and individual teachers?

5. What do local education administrators perceive to be the most desirable functions that the district supervisor can perform?

6. What tasks within selected functional areas are considered to be most desirable by local educational administrators?

7. Which selected functions do local educational administrators believe could be performed most effectively through group workshops or conferences?

8. Which of the selected tasks do local educational administrators feel could be performed most effectively through interaction between the district supervisor and individual teachers or administrators?

Need for the Study

This study was based on the premise that in order for individuals to reach maximum effectiveness in discharging their responsibilities, it is essential that the role incumbents, as well as the many different groups with which they interact and serve, have knowledge of their expected role. This study was designed to provide the vocational education district supervisor in Alabama with a clear picture of what his/her clientele expect. In addition, this study should provide information from which in-service programs can be developed to better prepare individuals to assume the role of the vocational education district supervisor.

Scope and Limitations

This study was limited to a random sample of educational administrators and vocational education teachers in Alabama. Local education administrators include local superintendents, principals, and vocational directors. Although the findings should not be generalized beyond the population as defined in this study, the findings may provide valuable insight to many other state divisions of vocational education that have persons performing in a similar capacity.

Review of Literature

A review of the literature clearly indicates the need to define roles within an organization. A study at the Ohio State University (1) attempted to define areas of desirable behavior of the educational administrator. One function of the administrator, as defined by the study included: "Personnel in school systems should have clear assignments. It is the administrator's responsibility to clarify and determine roles for and with staff members with whom he works." Also concerning the need to establish and define role, Morphet et al state (7):

> The organization must provide for the determination of the roles of each member of the group. Again, the method of determining these roles will vary widely among different groups, depending upon the nature of the group . . . Regardless of how roles are determined, each member of the group must have an appropriate role for the social system to function with maximum efficiency.

Even though most educators agree to the necessity of defining roles, a problem encountered by supervisors is that of identifying role expectations with regard to supervision.

> Teachers, forced to guess about precise job descriptions, tend to see authority in the supervisor which administrators have generally not confirmed and which the supervisor always doubts. Unable to settle the conflicting perceptions of his job, the supervisor responds in an understandable but regretable fashion--he too frequently tries to please everybody. The typical result is a tendency toward concensus in judgement, caution in the exercise of authority and hypersensitivity to the role expectations of others. (11)

The role of the supervisor has drawn many questions which have yet to be answered. What is supervision? What is the supervisor? Why supervision? Although numerous attempts have been made to answer such questions, the search continues because throughout history both the perceived and actual role of the educational supervisor have been in a constant state of change (8). "As a result, those engaged in this vital instructional leadership activity are confronted with confused and overwhelming duties and lack of appreciation and understanding from either the people with whom they work or the public that employs them." (4)

Gwynn (4), in his book, Theory and Practice of Supervision, lists some possible role expectations which the supervisor may face.

> . . . Some authorities would make the supervisor a strictly professional official, highly trained to do a major administrative job. Another group would go far in the opposite direction, divorcing the supervisor from administrative duties and responsibilities; this action would result in a supervisor whose main responsibility is to help teachers meet their problems. A third group of educators would make the supervisor's position mainly that of a teacher of teachers, improving instruction through in-service education. A fourth group, active and vocal, would center the emphasis around human relations; they would interpret the supervisor's responsibility as the effective use of group processes with teachers, pupils and other school personnel. A fifth group regards supervision as a task including both supervision and curriculum revision . . .

With such divergence of expectations faced by the supervisor, it is understandable that his/her perception of the supervisory role is often at odds with those persons he/she serves even though these discrepancies may not be recognized. According to Gross (3), those who use role conflict to refer to cultural contradictions perceived by an observer would use it to include any contradiction to which an actor may be exposed. There are no implications that he is necessarily aware of or perceives incompatabilities in the expectations for his behavior.

In a nationwide study of the administration of vocational-technical education, Chester Swanson (10) stated:

> Research done within the concept of role and role analysis has provided a growing awareness of the importance of role theory in education administration. In general, role studies have indicated that when those concerned differ in their perceptions of what a role is or should be, conflicts and a decrease in effectiveness and efficiency may result.

Regarding the need for quality state level leadership of vocational education, Koble (5) stated:

> Vocational education, in its catalytic role for career education, requires dynamic and viable leadership. To provide this, leaders require futuristic preparation and continuous upgrading. Present programs for the preparation and upgrading of leaders are not adequate in view of projected needs. A primary reason for this has been the lack of a dynamic knowledge base regarding roles and functions of leaders . . .

Only two studies, which were conducted by Cornell (2) and Rice (9), were located which dealt specifically with the role of the vocational education

district supervisor. Cornell's study was designed to describe and define the role of the district supervisor of trade and industrial education as perceived by the district supervisor and his reference groups. The role was defined in terms of the perceived importance of 45 selected supervisory tasks and the perceived frequency with which the district supervisor performed the selected tasks.

The sample for the study included eight district supervisors, 65 local vocational administrators, 430 day trade instructors and 107 trade and industrial education coordinators. Respondents were asked to rate the 45 selected tasks using a scale of from 3 (essential) to 0 (not important). They were also asked to rate the frequency with which a task was performed: rating was on a scale of from 3 (often) to 1 (never) or 0 (don't know). The 45 tasks were divided among the areas of administration, curriculum and instruction, evaluation, and public relations.

There was general agreement among the groups as to the importance and the frequency of performance of the 45 tasks. One of the most important duties of the district supervisor, as perceived by the district supervisor and his reference groups, was transmitting information between the State Department of Education and local personnel. Another important task was providing leadership and assistance in the improvement of instruction. Those tasks which were perceived as most important were not necessarily those perceived as being performed most frequently.

The central purpose of the Rice (9) study was to identify the role of the state field supervisor of vocational education in relation to change as perceived by the supervisors and their reference groups. A total of 584 teachers, administrators, and supervisors from Ohio were included in the study. The respondents were asked to rank 40 supervisory tasks, half of which illustrated change oriented supervisory behavior with the other half representing continuity behavior. The items also were representative of the following areas of supervision:

1. Administration
2. Improvement of Instruction
3. Evaluation
4. Public Relations

Most of the respondents indicated that they were visited by the supervisors at regular intervals. However, 24 trade and industrial education teachers indicated that they had never seen their state field supervisor. Rice attributed this to the fast growth of trade and industrial education during recent years.

There was no significant difference among the Ohio groups in the way they perceived the ideal supervisory role. In all cases, the groups found the ideal role of the field supervisor to be more change oriented than the actual role.

Consistency in ranking five items that were replicated on the instrument was taken by Rice to indicate a high degree of sensitivity to the four areas of supervision, administration, evaluation, public relations, and improvement of instruction. No significant difference was found in the mean ranking of tasks within each of the four areas.

Using the instrument developed by Rice, Magisos (6), 1973, conducted a study to determine the relationship between the perceptions of the role among state supervisors of vocational education and selected characteristics and attributes of the supervisor, the organization, and the supervisor setting. Independent variables included:

1. Personal background factors
2. Educational preparation factors
3. Occupational experience factors
4. Communication behavior factors
5. Organizational policy factors
6. Personal interaction factors
7. Organizational size and structure
8. Factors related to the state in which the supervisor works
9. Factors concerning the total educational program in a state
10. Factors concerning the vocational education program in a state

A total of 62 null hypotheses were tested. A sample of 224 state supervisors from eight states participated in the study. Only 31 states were included in the target population due to the refusal of some states to participate.

There was a significant difference in the perceptions of the role when tested against the independent variable formal education completed. Supervisors who were more dynamic tended to have completed more formal education. Although the more dynamic supervisors tended to have less tenure in their State Department of Education, the null hypothesis was not rejected because the test failed to be significant at the .05 level.

The review of related research and literature adds support to the thesis that role studies in vocational education are a valuable addition to our knowledge base. However, few studies were located concerning the roles of vocational education administrators and supervisors. Only two studies could be located which dealt with the role of the district supervisor. Paucity of literature concerning the role of the district supervisor of vocational education and the importance of defining roles within an organization have led to this study.

II. PROCEDURES

The design of this survey was descriptive survey. Data were collected through a questionnaire designed to ascertain the perceptions of vocational teachers and administrators in Alabama regarding the most desirable role of the vocational education district supervisor. The study attempted to identify the most desirable functions of the district supervisor as well as the most desirable tasks within those functions.

A secondary purpose of the study was to identify what the respondent groups believed to be the function that can best be performed through group processes as opposed to those that might best be performed through interaction between the district supervisor and individual teachers or administrators.

The Population

The present study included two distinct target populations. One of the target populations included all secondary vocational education teachers in Alabama. This group was stratified by service area with occupational home economics teachers treated as a stratum separate from consumer home economics teachers. The service areas included agribusiness education, business and office education, distributive education, consumer home economics, occupational home economics, and trade and industrial education. A 20 percent random sample of teachers within each service area from each of Alabama's 127 school systems was selected to participate in the study. The sampling design assured that in each school system, at least one teacher was selected from each existing service area except health occupations education. The small number of health occupations teachers and district supervisors in Alabama precluded members of that service area from participation in the study.

The second target population included all local superintendents, vocational administrators, and principals of schools that have vocational education programs. Persons in these positions were grouped under the category of "local administrator."

Instruments were delivered by district supervisors to 650 local administrators. Eighty-seven percent, or 565 of the questionnaires were returned. Of the questionnaires returned by local administrators, 58 percent were considered usable. Questionnaires were delivered to 685 vocational teachers. Six hundred, or 88 percent, were returned. Sixty-six percent of the instruments returned by vocational teachers were considered usable. Table 1 presents a breakout of questionnaires mailed, returned, and considered usable, by respondent group.

Questionnaire Development

Because functions performed for local administrators by district supervisors are often different from those performed for vocational teachers, one instrument was designed for the administrators and a different instrument

TABLE 1

QUESTIONNAIRES MAILED, RETURNED, AND CONSIDERED USEABLE, BY RESPONDENT GROUP

	Number of Instruments Distributed	Number of Instruments Returned	% of Instruments Returned	Number of Usable Instruments	% of Returned Instruments That Were Usable
Local Administrators	650	565	87	325	58
Teachers (total)	685	600	87	397	66
Agribusiness Education	116	101	87	65	64
Business & Office Education	115	109	95	86	79
Consumer Homemaking Education	167	140	84	87	62
Distributive Education	61	58	95	44	76
Occupational Home Economics	55	49	89	37	76
Trade & Industrial Education	171	143	84	78	55
TOTAL	1335	1165	87	722	62

designed for vocational teachers. The instrument designed for local administrators was developed by the Alabama Research Coordinating Unit staff and a committee of two local superintendents, two local vocational directors, two principals, two vocational teachers, and two representatives of the Alabama State Department of Education. The instrument designed for vocational teachers was developed by a committee composed of a teacher from each service area, a local superintendent, a local vocational director, a principal, and two representatives of the State Department of Education.

Although items varied slightly, the same format was used for both instruments. Using a modified Likert scale, each respondent was asked to rate the desirability of each selected functional area. Choices given were: Highly Desirable = 1; Desirable = 2; and Not Desirable = 3. Opposite each function were listed tasks related to that functional area. Respondents were asked to rank the tasks with the most desirable being assigned a rank of 1. Since all of the functions and tasks included on the instrument were considered essential to any school system or program, respondents were reminded that the purpose of the study was not to determine the relative importance of an item but rather to determine the most desirable role of the district supervisor in relation to a particular function.

Functions and tasks to include on the instrument were identified through a review of the literature, from performance objectives listed by district supervisors, and suggestions made by the two committees. The two instruments were field tested for clarity and ease of use by administering them to selected local administrators and vocational teachers from throughout Alabama. Revisions were made and each instrument was presented back to the proper committee for validation. See Appendix A for instruments and cover letters.

The final instruments were administered to the target populations between March 28 and April 18. District supervisors delivered the instruments to local superintendents. Each local superintendent was asked to distribute an instrument to each person in the school system who had been identified as a member of the sample. The superintendents were also asked to collect the completed instruments and return them to the district supervisor.

Because local superintendents and district supervisors assisted in the administration of the instruments, careful steps were taken to protect the identity of respondents. Although local teachers were asked to identify their service area, no teacher could be identified by name. In addition, each respondent was provided a sealable envelope marked "return to your superintendent."

Treatment of Data

Column I of the instrument included selected functions in which the vocational education district supervisor may provide services. Respondents were asked to rate the desirability of a district supervisor providing services in each functional area. The respondents indicated their choices by circling one of the following: 1 = Highly Desirable; 2 = Desirable; or 3 = Not Desirable. In order to identify the functions which were most desired by the respondent

groups, an arithmetic mean was computed for each function for each respondent group. The functions were then arranged in descending order of desirability from 1, the function having the lowest mean rating, to 14, the function having the highest mean rating.

In order to determine the extent to which the six service areas agreed in their ranking of functions of the district supervisor, the test for Kendall's Coefficient of Concordance, W, was applied to the data (1). This coefficient is appropriate when a relation among several rankings of N objects or individuals is concerned. The formula for Kendall's Coefficient of Concordance is as follows:

In Column II of the instrument, tasks were listed opposite each function which related to that functional area. Respondents were asked to rank each task as to desirability of performance by a district supervisor with the most desirable task being assigned a rank of 1. The rankings by all respondents were combined to arrive at an overall rank order of tasks in each functional area.

Another research question concerned the identification of tasks that could best be performed most effectively through group workshops and conferences and those that could be performed through interaction between the district supervisor and individual teachers or administrators. Task statements which offered a choice between group workshops and individual visits were included for six of the functional areas listed on both the teachers' and the administrators' instruments. In analyzing the data, the highest ranked (lowest mean rating) of the two choices was interpreted to be the one considered most desired by the respondents.

III. FINDINGS

Functions performed by vocational education district supervisors for local education administrators are often different from those performed for vocational teachers. This required that different functions and tasks be presented to local administrators than those presented to vocational teachers. For this reason, data concerning the perceptions of local administrators are presented separate from data collected from vocational teachers.

Perceptions of Vocational Education Teachers Concerning the Most Desirable Functions Performed by Vocational Education District Supervisors

The instrument presented to vocational education teachers contained 14 functional areas. Respondents were asked to rate the desirability of each functional area by circling one of the following: 1 = Highly Desirable, 2 = Desirable, or 3 = Not Desirable. Responses of vocational teachers were tabulated and an arithmetic mean computed for each of the 14 functions. The means were then arranged in descending order of desirability with the most desirable function having the lowest mean rating.

Eight of the 14 functions were considered by all six service areas as highly desirable or desirable functional areas of the district supervisor. Those functional areas included: instructional improvement, professional development, student organizations, program assessment, curriculum development, facilities and equipment, special needs programs, and public relations. Six of the 14 functions of the district supervisor were considered low in desirability by at least one of the six service areas. These included: adult vocational education, terminee placement, teacher assessment, advisory committees, reporting, and career education. "Terminee placement" was the only functional area which was considered among the lowest by all service areas. However, services related to "adult vocational education" and "advisory committees" were considered by five of the six service areas as low in desirability. Those two functional areas were within the five lowest rated functions of all six service areas.

To determine the amount of agreement among the service areas as to the order in which they ranked the 14 functions, Kendall's Coefficient of Concordance was used. A coefficient of .80, found to be significant at the .01 level, indicated a high level of agreement among the groups with regard to the order in which they ranked the tasks. Table 2 presents the functions as ranked by service area.

The largest difference between service areas occurred on the function entitled, "teacher assessment." Business and office education teachers considered this to be the fourth most desirable function that the district supervisor can perform while both groups of home economics teachers and trade and industrial education teachers ranked the same function as among the lowest in desirability. Other notable differences were found with regard to the functions of "reporting"

TABLE 2

RANK ORDER OF FUNCTIONS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR BY SERVICE AREA

Function	Average of Ranks	Rank by Service Area					
		AG	BOE	CHE	DE	OHE	T&I
Instructional Improvement	1.08	2	2	1	1	1.5	1
Curriculum Development	2	3	1	2	2.5	1.5	2
Facilities and Equipment	3	1	3	3	4	4	3
Student Organizations	5.58	4	6	5	2.5	7	9
Special Needs Programs	5.75	8	7	4	7.5	3	5
Program Assessment	6.50	5	5	8	5.5	8	7.5
Public Relations	6.91	6	8	9	5.5	9	4
Career Education	8.16	7	11	6	13	6	6
Professional Development	9	10.5	10	7	9	10	7.5
Reporting	9.50	12	9	10	11	5	10
Teacher Assessment	9.66	9	4	11	7.5	13.5	13
Terminee Placement	12.25	13	13	13	12	11.5	11
Adult Vocational Education	12.33	10.5	14	12	14	11.5	12
Advisory Committees	12.91	14	12	14	10	13.5	14

and "career education." "Career education" was rated higher in desirability by both business and office teachers and distributive education teachers than by the other groups. "Reporting" was considered fifth by occupational home economics teachers and twelfth by agribusiness teachers.

An analysis of these data strongly indicate that little difference exists among vocational education service areas in the types of functional services that are desired from district supervisors. This is supported by the fact that all six groups agreed upon 8 of the 14 functions as being highly desirable or desirable and three of the functions as being among the least desirable. Further evidence of this agreement was supplied by a Kendall's Coefficient of Concordance of .80, significant at the .01 level.

Perceptions of Vocational Education Teachers Concerning the Most Desirable Tasks That can be Performed by a Vocational Education District Supervisor

Listed opposite each of the 14 functions on the teacher's instrument were tasks related to that function. Each respondent was asked to rank the tasks within each functional area by assigning the most desirable task a rank of 1. All responses for each service area were tabulated and the tasks rank ordered under each function. A review of Table 6, Appendix B, which presents the rank ordered tasks by function and by service area, indicates that there was general agreement among service areas as to the preferred services of the district supervisor.

Teachers placed a high priority upon activities of the district supervisor which delt with providing teachers with information, resources, and/or materials for use in the classroom. In the area of instructional improvement, the highest ranked task was, "Provides information concerning resources and materials for instruction." In career education, the respondents selected, "Participates in the development of career education materials . . ." as the most desirable task. "Provides information and materials concerning placement procedures . . ." was considered the most desirable task under terminee placement. Under the category of reporting, teachers selected, "Provides instructors with available data and information related to his program." The most desirable task under adult vocational education was, "Provides information concerning materials and resources for adult education programs." In the area of special needs programs, teachers felt that district supervisors should give priority to assisting teachers in providing curriculum materials suitable for special needs students. In the area of public relations, teachers thought the most desirable task was, "Provides instructors with resources and materials for public relations programs."

Another desirable task of the district supervisor was the assessment of programs in terms of state standards and requirements. Assessment of equipment and facilities in terms of safety and suitability was also viewed as desirable. However, all functions and tasks dealing with the assessment of individual teacher performance were rated comparatively low in desirability.

Vocational teachers apparently believe that the district supervisor can perform many of his responsibilities most effectively through group workshops

and conferences rather than through interaction with individual teachers. Six of the functional areas contained task statements which gave respondents a choice between group workshops or individual visits from the district supervisor. On five of the six functions, the teachers preferred group workshops and conferences. Table 3 presents the six functional areas and the preferred method.

TABLE 3

MOST DESIRABLE METHOD FOR PERFORMANCE OF SELECTED FUNCTIONS BY THE DISTRICT SUPERVISOR, AS PERCEIVED BY VOCATIONAL TEACHERS

Functional Area	Preferred Method	
	Group Workshops	Individual Visits
Instructional Improvement	X	
Professional Development	X	
Student Organizations	X	
Curriculum Development	X	
Facilities and Equipment		X
Terminee Placement	X	

An analysis of these data suggested that local vocational teachers see the most desirable tasks of the district supervisor relating to disseminating information, materials, and resources for use in the classroom. They also believe that, in most cases, the desirable method for accomplishing this was through group workshops and conferences. Tables 7 through 12, Appendix B, presents the rank of functional areas and rank of tasks by function for teachers in each service area.

Perceptions of Local Education Administrators Concerning the Most Desirable Functions Performed by Vocational Education District Supervisors

Local education administrators were asked to complete an instrument containing fifteen functional areas and related tasks. Respondents were asked to rate the desirability of each functional area by circling 1 = Highly Desirable, 2 = Desirable, or 3 = Not Desirable. The functions were then rank ordered according to mean score.

All fifteen functions were considered either highly desirable or desirable by local education administrators. Instructional improvement and curriculum development, which were considered by teachers to be the most desirable functional areas, were also considered by local administrators to be the two most desirable areas. Planning, which was not offered as a choice for teachers, was considered by administrators as one of the most desirable functions of the district supervisor. The three least desirable functions as perceived by vocational teachers were identical to the three least desirable as perceived by local administrators. These included advisory committees, adult vocational education, and terminee placement. Another function rated comparatively low in desirability by both groups was teacher assessment. Included in Table 4 are the functions as ranked by local administrators.

Perceptions of Local Education Administrators Concerning the Most Desirable Tasks that can be Performed by a Vocational Education District Supervisor

Opposite each of the fifteen functions on the local administrator's instrument were listed tasks related to that function. Each respondent was asked to rank order the tasks within each functional area.

No pattern seemed to emerge concerning the type of tasks that local administrators desired. On several tasks the local administrators seemed to place a high priority on receiving information, resources and/or materials from the district supervisor. The functional areas for which local administrators placed a priority on dissemination of information, resources and/or materials included instructional improvement, facilities and equipment, public relations, career education, and reporting. On other functional areas the most desirable tasks seemed to relate to technical assistance. Technical assistance seemed to be the most desirable with regard to planning, evaluation, special needs programs, placement and follow-up, adult vocational education, and advisory committees.

Like vocational teachers, local administrators believed that, in many cases, the responsibilities of the district supervisor could be discharged through group conferences rather than through interaction with individual teachers. Six of the functional areas contained task statements which gave respondents a choice between group workshops or individual teacher visits. On four of the six functional areas, group workshops were ranked highest. These included instructional improvement, professional development, student organizations, and adult vocational education. Individual visits were preferred with regard to the functional area of facilities and equipment. Under curriculum development neither method was preferred over the other. Table 5 presents the functional areas and preferred methods as perceived by the local administrators. Table 13, Appendix B, presents a list of ranked tasks by functional area.

TABLE 4

RANK ORDER OF FUNCTIONS OF THE
VOCATIONAL EDUCATION DISTRICT SUPERVISOR,
BY LOCAL EDUCATION ADMINISTRATORS

Rank	Function	Mean Score
1	Instructional Improvement	1.34
2	Curriculum Development	1.52
3	Planning	1.57
4	Professional Development	1.66
5	Facilities and Equipment	1.71
6	Public Relations	1.72
7	Student Organizations	1.73
8	Evaluation	1.75
9	Special Needs Program	1.80
10	Teacher Assessment	1.81
11.5	Career Education	1.83
11.5	Terminee Placement & Follow-Up	1.83
13	Adult Vocational Education	1.84
14	Reporting	1.86
15	Advisory Committees	1.96

TABLE 5

MOST DESIRABLE METHOD FOR PERFORMANCE OF SELECTED FUNCTIONS
BY THE DISTRICT SUPERVISOR,
AS PERCEIVED BY LOCAL EDUCATION ADMINISTRATORS

Functional Area	Preferred Method	
	Group Workshops	Individual Visits
Instructional Improvement	X	
Professional Development	X	
Curriculum Development*	X	X
Student Organizations	X	
Facilities and Equipment		X
Adult Vocational Education	X	

* No difference in the desirability of the two methods.

IV. SUMMARY, FINDINGS AND RECOMMENDATIONS

The purpose of this study was to describe the role of the vocational education district supervisor as perceived by local vocational education teachers and local education administrators. The role was described in terms of the desirability of functions and tasks of the district supervisor. Below are the research questions addressed in this study:

1. What do the following groups perceive to be the most desirable functions that the district supervisor can perform?

   a. agribusiness teachers
   b. business and office education teachers
   c. distributive education teachers
   d. occupational home economics teachers
   e. consumer home economics teachers
   f. trade and industrial education teachers

2. What tasks within selected functional areas are considered to be most desirable by the reference groups?

3. Which selected tasks do the reference groups believe could be performed most effectively through group workshops or conferences?

4. Which selected tasks do the reference groups believe could be performed most effectively through interaction between the district supervisor and individual teachers?

5. What do local education administrators perceive to be the most desirable functions that the district supervisor can perform?

6. What tasks within selected functional areas are considered to be most desirable by local education administrators?

7. Which selected functions do local education administrators believe could be performed most effectively through group workshops or conferences?

8. Which selected functions do local education administrators believe could be most effectively performed through interaction between the district supervisor and individual teachers or administrators?

The study was designed to provide the district supervisors with information that might be useful in planning their supervisory activities. The study should also provide information which could be used to develop relevant pre-service and in-service education programs for district supervisors of vocational education.

The design of the study was descriptive survey. Two separate and distinct target populations were included in the study. One of the target populations

included all secondary vocational education teachers in Alabama. This group was stratified by service area as follows: agribusiness education; business and office education; distributive education; consumer home economics; occupational home economics; and trade and industrial education. A 20 percent random sample of teachers within each service area from each school system in Alabama was selected to participate. The second target population included all local superintendents, vocational administrators, and principals of schools that have vocational education programs. This group was referred to as "local administrators."

Separate instruments were developed for each of the two target populations. The instruments were hand delivered to local superintendents by district supervisors. Superintendents were asked to administer the instruments and collect them from teachers in their system. Six hundred, fifty instruments were delivered to local administrators, and 58 percent of those were returned in usable form. Of 685 instruments which were delivered to vocational teachers, 66 percent were returned in usable form.

Findings

An analysis of the data indicated that most functions performed by vocational education district supervisors are considered highly desirable or desirable by both vocational teachers and local education administrators. Using a rating scale of 1 (highly desirable) to 3 (not desirable) the mean scores ranged from 1.23 to 2.31. The highest ranked functions by both teachers and administrators were curriculum and instructional improvement. Both administrators and teachers also agreed upon the three lowest ranked functions. These were advisory committees, adult vocational education, and terminee placement. Teacher assessment was also rated comparatively low by both groups.

The data indicate that essentially the same functional services are desired of district supervisors regardless of service area. Of the 14 functions presented vocational teachers, 8 were agreed upon as being highly desirable or desirable by all groups, and 3 were agreed upon as being among the least desirable. A Kendall's Coefficient of Concordance of .80, significant at the .01 level, provided additional evidence of strong agreement among service areas.

There was also general agreement among service areas as to the type of tasks that a district supervisor should perform relative to the 14 functions. The teachers seemed to place a high priority on activities that dealt with providing teachers with information, resources, and/or materials for instruction.

Both vocational teachers and local education administrators believed that, in many cases, the responsibilities of the district supervisor could be discharged through group workshops or conferences rather than through individual interaction with teachers or administrators. When given a choice of group meetings vs. individual visits, teachers selected group meetings on five of six functional areas. Local education administrators demonstrated a clear preference for group meetings on four of six functional areas and for individual visits on just one area. In one area of curriculum development, the local administrator indicated no preference.

Conclusions and Recommendations

The information derived from this study provides evidence of the perceptions of local administrators and teachers concerning the appropriate role of district staffs of the State Department of Education. The State Department of Education exists to support and provide leadership to local educational programs. The perceptions of local vocational personnel concerning the appropriate role of State Department staff should weigh heavily in defining the duties and responsibilities of field staff serving vocational programs.

Data Represents Local Perceptions

The extremely high rate of return from a random sample of teachers and from the total population of administrators indicates a high level of interest and assures an adequate representation of the perceptions of local personnel.

It is recommended that the information derived from this study be considered in conjunction with any laws or regulations which govern the activities of the district supervisor. It is further recommended that the recommendations presented in this section be implemented to the extent possible within the confines of any such laws or regulations

Commonality of Functions

Although this survey instrument included 15 possible functions of district supervisors, respondents were asked to identify additional functions. No additional functions were identified. Teachers in all service areas were in general agreement concerning the functional areas in which services by district supervisors were most needed. This high agreement is indicated by the Kendall's Coefficient of .8, significant at .01 level. Several of these high priority functional areas relate to general competencies and practices that are common across various service areas.

It is recommended that services by district supervisors which are provided in the functional areas that are general and common to all vocational teachers be provided for all groups of vocational teachers. It is further recommended that such services be coordinated to maximize efficiency of state staff, minimize interference in local programs, and facilitate long range planning of in-service programs.

It is further recommended that each district supervisor receive extensive training in one or more of the common functional areas and provide leadership in those service functions.

Priority Functions

Services by district supervisors in eight functional areas are rated very high in desirability by all groups of teachers. These areas are instructional improvement, curriculum development, facilities and equipment, student organizations, special needs programs, program assessment, public relations, and career education. Administrators perceive the need for services from district

supervisors to be in the areas of instructional improvement, curriculum development, planning, professional development, facilities and equipment, public relations, student organizations, and evaluation. Almost all groups identify instructional improvement and curriculum development as being the areas in which services by district supervisors were most needed.

It is recommended that responsibilities of district supervisors be so assigned that the following functional areas comprise the majority of the workload: instructional improvement; curriculum development; facilities and equipment; student organizations; special needs programs; program assessment; public relations; professional development; evaluation; and planning.

It is further recommended that district supervisors place emphasis upon the following activities in providing these services:

Provide information or resources and material for instructional improvement;
Train teachers to develop and utilize curriculum materials;
Inform teachers and administrators of minimum program standards and assess programs against these standards;
Plan and coordinate district and state activities for student organizations;
Assist local staff in planning programs to serve students with special needs and provide appropriate curriculum materials;
Provide resources and assistance to teachers for developing public relation programs;
Conduct or coordinate group workshops for professional development of teachers;
Assist teachers in developing techniques of self-evaluation; and
Provide technical assistance to local administrators for program planning.

It is further recommended that district supervisors develop competencies in each of these functional areas.

It is further recommended that specific retraining be provided each district supervisor in the areas of instructional improvement and curriculum development and that job assignments give emphasis to these two functional areas.

Procedures for Performing the Job

Teachers and administrators indicated their preference as to the procedures for district supervisors providing services in each functional area. The most desired procedures for most functions are: provide information; provide materials; conduct group workshops; and provide requested technical assistance. Group workshops are preferred in five of six functional areas as the procedure for providing services. Administrators and teachers perceive individual visits as necessary to provide services only in the area related to facilities and equipment. Many of the services desired by administrators could be provided through either group workshops or individual visits. The scope and variety of

services desired of district supervisors preclude one individual from possessing extensive expertise in all functional areas thus necessitating extensive use of resource persons.

It is recommended that district supervisors plan their role so that the majority of activities consist of: providing information; providing materials; planning and conducting group workshops; and providing requested technical assistance.

It is recommended that group workshops, institutes, and conferences be used as the primary vehicle for disseminating information and materials and for providing in-service training to teachers.

It is recommended that competencies be developed for each district supervisor in the areas of dissemination and diffusion activities, group processes, workshop coordination, and selection and utilization of resource persons and materials in group workshops.

It is further recommended that visits to individual teachers comprise a minor portion of the workload of the district supervisor and that such visits be for the purpose of reviewing facilities and equipment, checking for compliance with state standards, and when requested, assisting teachers with program planning and curriculum development.

It is further recommended that district supervisors provide to local administrators, either through individual visits or group workshops, assistance in the areas of planning and evaluation and provide information related to program standards.

Relationships to Local Staff and Program

Both local administrators and teachers perceive the functions of the district supervisor to be important. Both administrators and teachers desire services from district supervisors. The types of services desired and the preferred procedures for receiving the services indicate that local personnel perceive the district supervisor in a helping or supporting role. Local personnel do not desire the district supervisor to perform an administrative or supervisory role. Both general educational and specific technical services are desired of state staff.

It is recommended that the vocational education district staff of the State Department of Education perform the role of helper and supporter to the local program of vocational education.

It is further recommended that each district staff member maintain his or her expertise in a specific service area so he or she can perform the role of technical specialist in an occupational area as well as the role of educational specialist in a functional area.

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APPENDIX A

INSTRUMENTS AND COVER LETTER

State of Alabama
Department of Education
Division of
VOCATIONAL EDUCATION
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

T. L. Faulkner
State Director

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March 7, 1977

M E M O R A N D U M

TO: City and County Superintendents, Local Vocational Administrators, Selected Principals, Selected Vocational Teachers

RE: State Department Services to Vocational Programs

Please help us help you. The Division of Vocational Education is interested in improving its services to you and to your educational program. You are the critical source of information in determining the types of services that should be provided by district supervisors of the Division of Vocational Education.

Please use the enclosed instrument to indicate your preferences concerning the types of services that should be provided by district supervisors of the Division of Vocational Education, State Department of Education. The goal of district supervisors is to provide services to you and to your program. It is important to know what services you desire.

Information obtained from this instrument will be used to plan improvements in the services provided by the Division. Your personal opinion is needed on this form. Other administrators and teachers in your system will receive similar instruments. It is important that the individual addressed on the envelope complete this instrument. Your responses will remain anonymous. Please replace the completed form in the envelope. You may wish to seal the envelope. Return the completed form to your superintendent as you have been advised.

Thank you for assisting us improve our services to you.

Sincerely yours,

James E. Owen
Assistant State Superintendent
for Instructional Services

T. L. Faulkner, State Director
Vocational Education

JEO/TLF/nr

Enclosure

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

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Wayne Teague
State Superintendent of Education

March 9, 1977

M E M O R A N D U M

TO: City and County Superintendents

RE: State Department Services to Vocational Programs

Please help us help you. The Division of Vocational Education is interested in improving its services to you and to your educational program. The local educator is the essential source of information in determining the types of services that should be provided by district supervisors of the Division of Vocational Education.

Survey instruments have been developed to secure ideas from you and selected members of your staff concerning services that should be provided by district supervisors. One instrument is designed to obtain opinions of you, the superintendent, and of the principals and vocational administrators in your system. Another instrument is designed to obtain opinions of a sample of your vocational teachers.

A district supervisor of the Division of Vocational Education will deliver all instruments for your system to you during the week of March 28, 1977. The instruments will be individually labeled. Please distribute the instruments to the appropriate individuals and have them completed and returned to you. The district supervisors will return to your office during the week of April 18 to obtain the completed instruments.

It is critical that each individual personally complete the instrument addressed to him or her. You may be assured that the information provided by you and your staff will be used in defining the role of the district supervisor of vocational education. I am confident that you will direct your staff to complete and return to your office all instruments within the time allowed.

Thank you for your assistance. Your interest in improving vocational education is greatly appreciated.

Sincerely yours,

Wayne Teague

Wayne Teague
State Superintendent of Education

WT/nr

After completion of this questionnaire–
Place it in the white envelope provided and return to your superintendent.

SERVICES RELATING TO LOCAL VOCATIONAL EDUCATION PROGRAMS PROVIDED BY VOCATIONAL EDUCATION DISTRICT SUPERVISORS TO LOCAL ADMINISTRATORS

1. Listed below are broad functions which could involve the services of **vocational education district supervisors** to local administrators. Opposite each function are listed tasks that a district supervisor might perform relative to that function.

Column I

Please indicate the extent to which you desire that this function be performed by a **vocational education district supervisor**. Using the following scale, circle the appropriate number under each function: 1 = highly desirable; 2 = desirable; 3 = not desirable.

Column II

In the space marked "Other," write in any additional task(s) that you feel should be included. Then rank all tasks within each functional area. Assign a rank of 1 to the most desirable task within each functional area.

Note: All of the functions and tasks listed below are essential to any school system or program. The purpose of this study is not to determine the importance of an item but to determine the role of the VOCATIONAL EDUCATION DISTRICT SUPERVISOR in relation to that function or task.

EXAMPLE

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
PUBLIC RELATIONS	a. Assists instructors in planning public relations programs	3
1. (2) 3	b. Provides instructors with resources for public relations programs	4
Highly Desirable / Desirable / Not Desirable	c. Conducts public relations workshop for instructors	1
	d. Other Attends banquets, advisory committee meetings, etc., when requested	2

COLUMN I Function Desirability of Performance by District Supervisor	COLUMN II TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
EVALUATION 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Evaluates local vocational program in terms of state standards and requirements	____
	b. Provides technical assistance to local administrators in organizing and conducting local self-evaluation	____
	c. Provides administrators with instruments and procedures for local evaluation	____
	d. Other_____	____
STUDENT ORGANIZATIONS 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Plans and coordinates district-wide and state-wide student organization activities	____
	b. Visits each program to assist with student organization activities	____
	c. Conducts workshops relating to student organization management	____
	d. Assists in integrating student organization activities into the instructional program	____
	e. Other_____	____
INSTRUCTIONAL IMPROVEMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Provides information concerning resources and materials for instruction	____
	b. Conducts group in-service programs concerning instructional methods	____
	c. Visits each program to observe and assist in instructional development	____
	d. Other_____	____
TEACHER ASSESSMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Visits each program to assess teacher performance	____
	b. Provides administrators with technical assistance in assessing teacher performance	____
	c. Assists teachers in developing effective techniques of self-evaluation	____
	d. Other_____	____

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
PROFESSIONAL DEVELOPMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assists administrators in planning staff development programs	_____
	b. Conducts or coordinates group in-service training programs for teachers	_____
	c. Conducts or coordinates in-service training programs for administrators	_____
	d. Visits each instructor to discuss individual professional development needs	_____
	e. Encourages membership and active participation in professional organizations	_____
	f. Other_____	_____
CURRICULUM DEVELOPMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assists in the selection and preparation of books, study guides, and other curriculum materials	_____
	b. Promotes the implementation of competency based instruction	_____
	c. Visits each program to discuss curriculum development needs	_____
	d. Conducts or organizes in-service programs and workshops related to curriculum development	_____
	e. Other_____	_____
CAREER EDUCATION 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Works with school officials in implementing career education	_____
	b. Assists in the development of career education materials for use in the classroom	_____
	c. Conducts workshops and in-service programs concerning career education	_____
	d. Assists administrators in planning career education programs	_____
	e. Other_____	_____

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
FACILITIES AND EQUIPMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Keeps administrators informed of minimum state standards for equipment and facilities	____
	b. Organizes and conducts in-service programs on the proper use and maintenance of equipment and facilities	____
	c. Visits each program to assess equipment and facilities in terms of safety and suitability for purpose	____
	d. Assists administrators in purchasing equipment	____
	e. Assists administrators in planning facilities	____
	f. Other _____	____
TERMINEE PLACEMENT AND FOLLOW-UP 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Reviews placement and follow-up records from local schools	____
	b. Provides technical assistance to local administrators in utilizing placement and follow-up information for program improvement	____
	c. Conducts workshops and in-service programs relating to student placement	____
	d. Other _____	____
REPORTING 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Provides administrators with data and information collected by the State Department of Education relating to their programs	____
	b. Monitors local reporting activities for promptness and accuracy	____
	c. Assists administrators and instructors in correctly completing their report forms	____
	d. Other _____	
ADVISORY COMMITTEES 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assists instructors in organizing and utilizing advisory committees	____
	b. Assists administrators in organizing and utilizing advisory committees	____
	c. Attends and participates in advisory committee meetings when requested	____
	d. Other _____	

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN
ADULT VOCATIONAL EDUCATION 1 2 3 Highly Desirable Desirable Not Desirable	a. Provides assistance in planning for vocational programs	____
	b. Assists in organizing and conducting adult vocational programs	____
	c. Conducts workshops and in-service programs on adult education teaching methods and techniques	____
	d. Visits and evaluates each adult vocational program	____
	e. Other_____	____
SPECIAL NEED PROGRAM 1 2 3 Highly Desirable Desirable Not Desirable	a. Assists administrators in planning programs for special need students	____
	b. Provides teaching materials suitable for special need students	____
	c. Conducts workshops and in-service programs on working with special need students	____
	d. Other_____	____
PUBLIC RELATIONS 1 2 3 Highly Desirable Desirable Not Desirable	a. Assists instructors in planning public relations programs	____
	b. Provides instructors with resources for public relations programs	____
	c. Conducts public relations workshop for instructors	____
	d. Other_____	____
PLANNING 1 2 3 Highly Desirable Desirable Not Desirable	a. Provides technical assistance in the development of local plans for vocational education	____
	b. Informs administrators of state standards and requirements relating to local planning	____
	c. Provides services related to planning which are requested by local administrators	____
	d. Provides administrators with instruments and procedures for assessing need	____
	e. Other_____	

2. In the space below, list and rate any additional functions and related tasks that you feel should be included.

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
_____ 1 2 3 Highly Desirable Desirable Not Desirable	a. _____ _____ b. _____ _____ c. _____ _____ d. _____ _____	_____ _____ _____ _____

3. Listed below are the 15 functional areas which were included in Part 1 of this instrument. In the space marked "Other," list any additional function(s) that should be included (refer to Part 2 of the instrument). Then assign a rank to each functional area. Assign a rank of 1 to the functional area that should be of highest priority to VOCATIONAL EDUCATION DISTRICT SUPERVISORS.

Function	Rank of Function
Public Relations	_____
Planning	_____
Evaluation	_____
Student Organizations	_____
Instructional Improvement	_____
Teacher Assessment	_____
Professional Development	_____
Curriculum Development	_____
Career Education	_____
Facilities and Equipment	_____
Terminee Placement and Follow-Up	_____
Reporting	_____
Advisory Committees	_____
Adult Vocational Education	_____
Special Need Programs	_____
Other _____	_____

Service Area _____

After completion of this questionnaire--
Place it in the white envelope provided and return to your superintendent.

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SERVICES RELATING TO LOCAL VOCATIONAL EDUCATION PROGRAMS PROVIDED BY VOCATIONAL EDUCATION DISTRICT SUPERVISORS TO LOCAL VOCATIONAL TEACHERS

1. Listed below are broad functions which could involve the services of **vocational education district supervisors** to local vocational teachers. Opposite each function are listed tasks that a district supervisor might perform relative to that function.

COLUMN I
Please indicate the extent to which you desire that this function be performed by a **vocational education district supervisor.** Using the following scale, circle the appropriate number under each function: 1 = highly desirable; 2 = desirable; 3 = not desirable.

Column II
In the space marked "Other," write in any additional task(s) that you feel should be included. Then rank all tasks within each functional area. Assign a rank of 1 to the most desirable task within each functional area.

Note: All of the functions and tasks listed below are essential to any school system or program. The purpose of this study is not to determine the importance of an item but to determine the role of the VOCATIONAL EDUCATION DISTRICT SUPERVISOR in relation to that function or task.

EXAMPLE

COLUMN I	COLUMN II	
Function Desirability of Performance by district supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
PUBLIC RELATIONS	a. Assists instructors in planning public relations programs	4
1 (2) 3	b. Provides instructors with resources for public relations programs	3
Highly Desirable / Desirable / Not Desirable	c. Conducts public relations workshop for instructors	1
	d. Other Attends advisory committee meetings, banquets, etc. when requested	2

COLUMN I Function Desirability of Performance by District Supervisor	COLUMN II TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
INSTRUCTIONAL IMPROVEMENT 1 2 3 Highly Desirable Desirable Not Desirable	a. Provides information concerning resources and materials for instruction	____
	b. Conducts group workshops and in-service programs concerning instructional methods	____
	c. Visits each teacher to observe and assist in instructional improvement	____
	d. Other_____	____
PROFESSIONAL DEVELOPMENT 1 2 3 Highly Desirable Desirable Not Desirable	a. Assists teachers in maintaining minimum professional qualifications	____
	b. Conducts or coordinates group training programs for teachers	____
	c. Communicates professional development needs of instructors to State Department officials and teacher educators	____
	d. Visits each instructor to assess individual professional development needs	____
	e. Encourages membership and active participation in professional organizations	____
	f. Other_____	____
STUDENT ORGANIZATIONS 1 2 3 Highly Desirable Desirable Not Desirable	a. Plans and coordinates district wide student activities	____
	b. Visits each teacher to assist with student organization activities	____
	c. Conducts group workshops and in-service programs relating to student organizations	____
	d. Assists teachers in integrating student organization activities into the instructional program	____
	e. Other_____	____

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
TEACHER ASSESSMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Visits each program to assess teacher performance	____
	b. Uses evaluation results to assist teachers in improving their performance	____
	c. Keeps administrators and state supervisors appraised of teacher performance	____
	d. Assists teachers in the development of effective techniques for self-evaluation	____
	e. Other_____	____
PROGRAM ASSESSMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assesses programs in terms of state standards and requirements	____
	b. Visits and assesses every program at least once a year	____
	c. Other_____	____
CURRICULUM DEVELOPMENT 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assists instructors in identifying training needs relative to his/her course offering	____
	b. Participates in the selection and preparation of books, study guides, and other curriculum materials	____
	c. Promotes the implementation of competency based instruction	____
	d. Visits each instructor to discuss curriculum development needs	____
	e. Conducts group workshops and in-service programs relative to curriculum development	____
	f. Other_____	____
CAREER EDUCATION 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Works with instructors and school officials in implementing career education programs	____
	b. Participates in the development of career education materials for use in the classroom	____
	c. Conducts workshops and in-service programs concerning career education	____
	d. Other_____	

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
FACILITIES AND EQUIPMENT 1 2 3 Highly Desirable Desirable Not Desirable	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities	____
	b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities	____
	c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose	____
	d. Assists instructors in selecting and purchasing equipment	____
	e. Other_____	
	_____	____
TERMINEE PLACEMENT 1 2 3 Highly Desirable Desirable Not Desirable	a. Reviews placement and follow-up records for each program	____
	b. Provides information and materials concerning placement procedures and related activities	____
	c. Conducts workshops and in-service programs related to student placement and follow-up	____
	d. Other_____	
	_____	____
REPORTING 1 2 3 Highly Desirable Desirable Not Desirable	a. Provides instructors with available data and information related to his program	____
	b. Monitors instructors reporting for promptness and accuracy	____
	c. Assists instructors in correctly completing report forms	____
	d. Other_____	
	_____	____
ADVISORY COMMITTEES 1 2 3 Highly Desirable Desirable Not Desirable	a. Assists instructors in organizing and utilizing advisory committees	____
	b. Other_____	
	_____	____

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	RASK	RANK OF TASK WITHIN FUNCTIONAL AREA
ADULT VOCATIONAL EDUCATION 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Provides assistance in organizing adult vocational programs	____
	b. Provides information concerning materials and resources for adult education programs	____
	c. Trains instructors in teaching adults	____
	d. Visits and evaluates each adult vocational program	____
	e. Other_____	____
SPECIAL NEEDS PROGRAM 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Provides criteria for identifying students with special needs	____
	b. Assists teachers in providing curriculum materials suitable for special need students	____
	c. Coordinates training of teachers to work with special needs students	____
	d. Other_____	____
PUBLIC RELATIONS 1 2 3 Highly Desirable / Desirable / Not Desirable	a. Assists instructors in planning public relations programs	____
	b. Provides instructors with resources for public relations programs	____
	c. Conducts public relations workshops for instructors	____
	d. Other_____	____

2. In the space below, list and rate any additional functions and related tasks that you feel should be included.

COLUMN I	COLUMN II	
Function Desirability of Performance by District Supervisor	TASK	RANK OF TASK WITHIN FUNCTIONAL AREA
1 2 3 Highly Desirable Desirable Not Desirable	a. _____	_____
	b. _____	_____
	c. _____	_____
	d. _____	_____

3. Listed below are the 15 functional areas which were included in Part 1 of this instrument. In the space marked "Other," list any additional function(s) that should be included (refer to Part 2 of the instrument). Then assign a rank to each functional area. Assign a rank of 1 to the functional area that should be of highest priority to VOCATIONAL EDUCATION DISTRICT SUPERVISORS.

Public Relations ..... _____
Planning ..... _____
Evaluation ..... _____
Student Organizations ..... _____
Instructional Improvement ..... _____
Teacher Assessment ..... _____
Professional Development ..... _____
Curriculum Development ..... _____
Career Education ..... _____
Facilities and Equipment ..... _____
Terminee Placement and Follow-Up ..... _____
Reporting ..... _____
Advisory Committees ..... _____
Adult Vocational Education ..... _____
Special Need Programs ..... _____
Other _____ ..... _____

PRESENTATION TO LOCAL SUPERINTENDENT
BY DISTRICT SUPERVISOR

THE STATE DEPARTMENT OF EDUCATION IS STUDYING THE ROLE OF THE DISTRICT SUPERVISOR. WE WANT TO CONTINUALLY IMPROVE OUR SERVICES TO YOUR SCHOOL SYSTEM.

SURVEY INSTRUMENTS HAVE BEEN DEVELOPED TO FIND OUT WHAT SERVICES LOCAL EDUCATORS WANT FROM DISTRICT SUPERVISORS. THE COMMITTEES WHICH DEVELOPED THE SURVEY INSTRUMENTS CONSISTED OF REPRESENTATIVES FROM LOCAL SUPERINTENDENTS OF EDUCATION, LOCAL VOCATIONAL ADMINISTRATORS, PRINCIPALS, AND VOCATIONAL TEACHERS.

TO FACILITATE DISTRIBUTION AND TO INSURE A HIGH RATE OF RESPONSE TO THE SURVEY INSTRUMENT, THE COMMITTEES SUGGESTED THAT THE QUESTIONNAIRES BE DISTRIBUTED THROUGH THE LOCAL SUPERINTENDENT.

DR. TEAGUE RECENTLY SENT A LETTER TO YOU ABOUT THIS THIS STUDY.

I HAVE HERE A QUESTIONNAIRE FOR EACH PERSON IN YOUR SYSTEM WHO HAS BEEN SELECTED TO PARTICIPATE IN THE STUDY. PLEASE SEE THAT EACH QUESTIONNAIRE IS FORWARDED TO THE CORRECT INDIVIDUAL AND COMPLETED QUESTIONNAIRES ARE RETURNED TO YOU.

THOSE BEING ASKED TO COMPLETE THE QUESTIONNAIRES INCLUDE ALL LOCAL SUPERINTENDENTS, VOCATIONAL EDUCATION ADMINISTRATORS AND HIGH SCHOOL PRINCIPALS HAVING RESPONSIBILITY FOR ONE OR MORE VOCATIONAL EDUCATION PROGRAMS AND A SAMPLE OF VOCATIONAL TEACHERS. TO INSURE THAT WE GET A TRUE PICTURE OF PERCEIVED NEED AT THE LOCAL LEVEL, WE URGE THAT EACH PERSON, EXPECIALLY YOU, THE SUPERINTENDENT, PERSONALLY COMPLETE HIS OR HER QUESTIONNAIRE.

IT IS IMPORTANT THAT EACH RESPONDENT UNDERSTANDS THAT HIS RESPONSE WILL REMAIN ANONYMOUS. THERE IS NO WAY TO IDENTIFY WHO COMPLETED A QUESTIONNAIRE.

TO FURTHER INSURE EACH RESPONDENT'S RIGHTS TO PRIVACY, WE SUGGEST THAT EACH PERSON, AFTER COMPLETING THE QUESTIONNAIRE, PLACE IT IN THE PLAIN WHITE ENVELOPE PROVIDED, SEAL THE ENVELOPE, AND RETURN IT TO YOU.

THE INSTRUMENT SHOULD BE SELF-EXPLANATORY. HOWEVER, IF YOU OR ANY OF YOUR STAFF HAVE PROBLEMS, YOU MAY CONTACT DR. DOUGLAS PATTERSON OR DR. JIM CORNELL OF THE RESEARCH COORDINATING UNIT. THE TELEPHONE NUMBER IS 832-3476.

I WILL RETURN ON APRIL TO PICK UP THE COMPLETED QUESTIONNAIRES.

APPENDIX B

TABLES

TABLE 6

RANK OF TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR BY SERVICE AREA

Function	Task	Rank of Task by Service Area						Average Rank
		AG	BOE	CHE	DE	OHE	T&I	
1. INSTRUCTIONAL IMPROVEMENT	a. Provides information concerning resources and materials for instruction	2	1	1	1	1	1	1
	b. Conducts group workshops and in-service programs concerning instructional methods	1	2	2	2	2	2	2
	c. Visits each teacher to observe and assist in instructional improvement	3	3	3	3	3	3	3
2. PROFESSIONAL DEVELOPMENT	a. Assists teachers in maintaining minimum professional qualifications	2	2	2	2.5	2	2	2
	b. Conducts or coordinates group training programs for teachers	1	3	1	1	1	3	1
	c. Communicates professional development needs of instructors to State Department officials and teacher educators	3	1	3	2.5	3	1	3
	d. Visits each instructor to assess individual professional development needs	4	4	4	4	5	4	4
	e. Encourages membership and active participation in professional organizations	5	5	5	5	4	5	5
3. STUDENT ORGANIZATIONS	a. Plans and coordinates district wide student activities	1	1	3	1	3	1	1
	b. Visits each teacher to assist with student organization activities	4	3	4	4	4	4	4
	c. Conducts group workshops and in-service programs relating to student organizations	2	4	1	2	2	2	2
	d. Assists teachers in integrating student organization activities into the instructional program	3	2	2	3	1	3	3

TABLE 6 Continued

Function	Task	Rank of Task by Service Area						Average Rank
		AG	BOE	CHE	DE	OHE	T&I	
4. TEACHER ASSESSMENT	a. Visits each program to assess teacher performance	1.5	2	3	3	3	3	3
	b. Uses evaluation results to assist teachers in improving their performance	3	3	2	2	2	2	2
	c. Keeps administrators and state supervisors appraised of teacher performance	4	4	4	4	4	4	4
	d. Assists teachers in the development of effective techniques for self-evaluation	1.5	1	1	1	1	1	1
5. PROGRAM ASSESSMENT	a. Assesses programs in terms of state standards and requirements	2	1	2	1	1	1.5	1
	b. Visits and assesses every program at least once a year	1	2	1	2	2	1.5	2
6. CURRICULUM DEVELOPMENT	a. Assists instructors in identifying training needs relative to his/her course offering	3	3	3	4	3	2	3
	b. Participates in the selection and preparation of books, study guides, and other curriculum materials	4	5	2	5	2	4	4
	c. Promotes the implementation of competency based instruction	5	4	5	3	5	5	5
	d. Visits each instructor to discuss curriculum development needs	2	2	4	2	4	1	2
	e. Conducts group workshops and in-service programs relative to curriculum development	1	1	1	1	1	3	1

TABLE 6 Continued

Function	Task	Rank of Task by Service Area						Average Rank
		AG	BOE	CHE	DE	OHE	T&I	
7. CAREER EDUCATION	a. Works with instructors and school officials in implementing career education programs	1	2	3	3	2	1	2
	b. Participates in the development of career education materials for use in the classroom	2	1	1	2	1	2	1
	c. Conducts workshops and in-service programs concerning career education	3	3	2	1	3	3	3
8. FACILITIES AND EQUIPMENT	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities	1	1	1	1	1	1	1
	b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities	3	3	2	4	3	3	3
	c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose	2	2	3	2	4	2	2
	d. Assists instructors in selecting and purchasing equipment	4	4	4	3	2	4	4
9. TERMINEE PLACEMENT	a. Reviews placement and follow-up records for each program	3	3	3	3	3	2	3
	b. Provides information and materials concerning placement procedures and related activities	2	2	1	1	1	1	1
	c. Conducts workshops and in-service programs related to student placement and follow-up	1	1	2	2	2	3	2

TABLE 6 Continued

Function	Task	Rank of Task by Service Area						Average Rank
		AG	BOE	CHE	DE	OHE	T&I	
10. REPORTING	a. Provides instructors with available data and information related to his program	1	1	1	1	1	1	1
	b. Monitors instructors reporting for promptness and accuracy	3	3	3	3	3	3	3
	c. Assists instructors in correctly completing report forms	2	2	2	2	2	2	2
11. ADVISORY COMMITTEES	a. Assists instructors in organizing and utilizing advisory committees	-	-	-	-	-	-	-
12. ADULT VOCATIONAL EDUCATION	a. Provides assistance in organizing adult vocational programs	2	2	2	2	2	2	2
	b. Provides information concerning materials and resources for adult education programs	1	1	1	1	1	1	1
	c. Trains instructors in teaching adults	3	3	3	3	3	3	3
	d. Visits and evaluates each adult vocational program	4	4	4	4	4	4	4
13. SPECIAL NEEDS PROGRAM	a. Provides criteria for identifying students with special needs	2	1	2	1	2	2	2
	b. Assists teachers in providing curriculum materials suitable for special need students	1	2	1	2	1	1	1
	c. Coordinates training of teachers to work with special needs students	3	3	3	3	3	3	3

TABLE 6 Continued

Function	Task	Rank of Task by Service Area						Average Rank
		AG	BOE	CHE	DE	OHE	T&I	
14. PUBLIC RELATIONS	a. Assists instructors in planning public relations programs	2	2	2	3	2	2	2
	b. Provides instructors with resources for public relations programs	1	1	1	1	1	1	1
	c. Conducts public relations workshops for instructors	3	3	3	2	3	3	3

TABLE 7

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY AGRIBUSINESS EDUCATION TEACHERS

Function	Mean n = 65	Task	Rank of Task Within Functional Area
1. Facilities and Equipment	1.37	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	2
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	3
		d. Assists instructors in selecting and purchasing equipment.	4
2. Instructional Improvement	1.59	b. Conducts group workshops and in-service programs concerning instructional methods.	1
		a. Provides information concerning resources and materials for instruction.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3

TABLE 7 Continued

Function	Mean n = 65	Task	Rank of Task Within Functional Area
3. Curriculum Development	1.63	e. Conducts group workshops and in-service programs relative to curriculum development.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		d. Visits each instructor to discuss curriculum development needs.	2
		a. Assists instructors in identifying training needs relative to his/her course offering.	3
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	4
		c. Promotes the implementation of competency based instruction.	5
4. Student Organizations	1.70	a. Plans and coordinates district wide student activities.	1
		c. Conducts group workshops and in-service programs relating to student organizations.	2
		d. Assists teachers in integrating student organization activities into the instructional program.	3
		b. Visits each teacher to assist with student organization activities.	4
5. Program Assessment	1.78	b. Visits and assesses every program at least once a year.	1
		a. Assesses programs in terms of state standards and requirements.	2

TABLE 7 Continued

Function	Mean n = 65	Task	Rank of Task Within Functional Area
6. Public Relations	1.79	b. Provides instructors with resources for public relations programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshops for instructors.	3
7. Career Education	1.81	a. Works with instructors and school officials in implementing career education programs.	1
		b. Participates in the development of career education materials for use in the classroom.	2
		c. Conducts workshops and in-service programs concerning career education.	3
8. Special Needs Program	1.84	b. Assists teachers in providing curriculum materials suitable for special need students.	1
		a. Provides criteria for identifying students whith special needs.	2
		c. Coordinates training of teachers to work with special needs students.	3

TABLE 7 Continued

Function	Mean n = 65	Task	Rank of Task Within Functional Area
9. Teacher Assessment	1.87	a. Visits each program to assess teacher performance.	1.5
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		d. Assists teachers in the development of effective techniques for self-evaluation.	1.5
		b. Uses evaluation results to assist teachers in improving their performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4
10.5 Professional Development	1.89	b. Conducts or coordinates group training programs for teachers.	1
		a. Assists teachers in maintaining minimum professional qualifications.	2
		c. Communicates professional development needs of instructors to State Department officials and teacher educators.	3
		d. Visits each instructor to assess individual professional development needs.	4
		e. Encourages membership and active participation in professional organizations.	5

TABLE 7 Continued

Function	Mean n = 65	Task	Rank of Task Within Functional Area
10.5 Adult Vocational Education Highly Desirable = 1 Desirable = 2 Not Desirable = 3	1.89	b. Provide information concerning materials and resources for adult education programs.	1
		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4
12. Reporting	1.90	a. Provides instructors with available data and information related to his program.	1
		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3
13. Terminee Placement	2.06	b. Provides information and materials concerning placement procedures and related activities.	1
		c. Conducts workshops and in-service programs related to student placement and follow-up.	2
		a. Reviews placement and follow-up records for each program.	3
14. Advisory Committees	2.09	a. Assists instructors in organizing and utilizing advisory committees.	1

TABLE 8

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY BUSINESS AND OFFICE EDUCATION TEACHERS

Function	Mean n = 86	Task	Rank of Task Within Functional Area
1. Curriculum Development Highly Desirable = 1 Desirable = 2 Not Desirable = 3	1.23	e. Conducts group workshops and in-service programs relative to curriculum development.	1
		d. Visits each instructor to discuss curriculum development needs.	2
		a. Assists instructors in identifying training needs relative to his/her course offering.	3
		c. Promotes the implementation of competency based instruction.	4
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	5
2. Instructional Improvement	1.48	a. Provides information concerning resources and materials for instruction.	1
		b. Conducts group workshops and in-service programs concerning instructional methods.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3

TABLE 8 Continued

Function	Mean n = 86	Task	Rank of Task Within Functional Area
3. Facilities and Equipment	1.56	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	2
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	3
		d. Assists instructors in selecting and purchasing equipment.	4
4. Teacher Assessment	1.67	d. Assists teachers in the development of effective techniques for self-evaluation.	1
		a. Visits each program to assess teacher performance.	2
		b. Uses evaluation results to assist teachers in improving their performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4
5. Program Assessment	1.69	a. Assesses programs in terms of state standards and requirements.	1
		b. Visits and assesses every program at least once a year.	2

TABLE 8 Continued

Function	Mean n = 86	Task	Rank of Task Within Functional Area
6. Student Organizations	1.73	a. Plans and coordinates district wide student activities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		d. Assists teachers in integrating student organization activities into the instructional program.	2
		b. Visits each teacher to assist with student organization activities.	3
		c. Conducts group workshops and in-service programs relating to student organizations.	4
7. Special Needs Program	1.77	a. Provides criteria for identifying students with special needs.	1
		b. Assists teachers in providing curriculum materials suitable for special need students.	2
		c. Coordinates training of teachers to work with special needs students.	3
8. Public Relations	1.80	b. Provides instructors with resources for public relations programs.	1
		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshops for instructors.	3

TABLE 8 continued

Function	Mean n = 86	Task	Rank of Task Within Functional Area
9. Reporting	1.84	a. Provides instructors with available data and information related to his program.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3
10. Professional Development	1.87	c. Communicates professional development needs of instructors to State Department officials and teacher educators.	1
		a. Assists teachers in maintaining minimum professional qualifications.	2
		b. Conducts or coordinates group training programs for teachers.	3
		d. Visits each instructor to assess individual professional development needs.	4
		e. Encourages membership and active participation in professional organizations.	5
11. Career Education	1.90	b. Participates in the development of career education materials for use in the classroom.	1
		a. Works with instructors and school officials in implementing career education programs.	2
		c. Conducts workshops and in-service programs concerning career education.	3

TABLE 8 Continued

Function	Mean n = 86	Task	Rank of Task Within Functional Area
12. Advisory Committees	1.98	a. Assists instructors in organizing and utilizing advisory committees.	1
13. Terminee Placement	2.07	b. Provides information and materials concerning placement procedures and related activities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Conducts workshops and in-service programs related to student placement and follow-up.	2
		a. Reviews placement and follow-up records for each program.	3
14. Adult Vocational Education	2.10	b. Provides information concerning materials and resources for adult education programs.	1
		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4

TABLE 9

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY DISTRIBUTIVE EDUCATION TEACHERS

Function	Mean n = 44	Task	Rank of Tasks Within Functional Area
1. Instructional Improvement	1.53	a. Provides information concerning resources and materials for instructors.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Conducts group workshops and in-service programs concerning instructional methods.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3
2.5 Student Organizations	1.54	a. Plans and coordinates district wide student activities.	1
		c. Conducts group workshops and in-service programs relating to student organizations.	2
		d. Assists teachers in integrating student organization activities into the instructional program.	3
		b. Visits each teacher to assist with student organization activities.	4

TABLE 9 Continued

Function	Mean n = 44	Task	Rank of Tasks Within Functional Area
2.5 Curriculum Development	1.54	e. Conducts group workshops and in-service programs relative to curriculum development.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		d. Visits each instructor to discuss curriculum development needs.	2
		c. Promotes the implementation of competency based instruction.	3
		a. Assists instructors in identifying training needs relative to his/her course offering.	4
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	5
4. Facilities and Equipment	1.63	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	2
		d. Assists instructors in selecting and purchasing equipment.	3
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	4

TABLE 9 Continued

Function	Mean n = 44	Task	Rank of Tasks Within Functional Area
5.5 Program Assessment	1.66	a. Assesses programs in terms of state standards and requirements.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Visits and assesses every program at least once a year.	2
5.5 Public Relations	1.66	b. Provides instructors with resources for public relations programs.	1
		c. Conducts public relations workshops for instructors.	2
		a. Assists instructors in planning public relations programs.	3
7.5 Special Needs Program	1.93	a. Provides criteria for identifying students with special needs.	1
		b. Assists teachers in providing curriculum materials suitable for special need students.	2
		c. Coordinates training of teachers to work with special needs students.	3
7.5 Teacher Assessment	1.93	d. Assists teachers in the development of effective techniques for self-evaluation.	1
		b. Uses evaluation results to assist teachers in improving their performance.	2
		a. Visits each program to assess teacher performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4

TABLE 9 Continued

Function	Mean n = 44	Task	Rank of Tasks Within Functional Area
9. Professional Development	1.95	b. Conducts or coordinates group training programs for teachers.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Assists teachers in maintaining minimum professional qualifications.	2.5
		c. Communicates professional development needs of instructors to State Department officials and teacher educators.	2.5
		d. Visits each instructor to assess individual professional development needs.	4
		e. Encourages membership and active participation in professional organizations.	5
10. Advisory Committees	1.98	a. Assists instructors in organizing and utilizing advisory committees.	1
11. Reporting	2.05	a. Provides instructors with available data and information related to his program.	1
		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3

TABLE 9 Continued

Function	Mean n = 44	Task	Rank of Tasks Within Functional Areas
12. Terminee Placement	2.07	b. Provides information and materials concerning placement procedures and related activities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Conducts workshops and in-service programs related to student placement and follow-up.	2
		a. Reviews placement and follow-up records for each program.	3
13. Career Education	2.15	c. Conducts workshops and in-service programs concerning career education.	1
		b. Participates in the development of career education materials for use in the classroom.	2
		a. Works with instructors and school officials in implementing career education programs.	3
14. Adult Vocational Education	2.27	b. Provides information concerning materials and resources for adult education programs.	1
		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4

TABLE 10

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY CONSUMER HOME ECONOMICS EDUCATION TEACHERS

Function	Mean n = 87	Task	Rank of Tasks Within Functional Area
1. Instructional Improvement	1.33	a. Provides information concerning resources and materials for instruction.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Conducts group workshops and in-service programs concerning instructional methods.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3
2. Curriculum Development	1.43	e. Conducts group workshops and in-service programs relative to curriculum development.	1
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	2
		a. Assists instructors in identifying training needs relative to his/her course offering.	3
		d. Visits each instructor to discuss curriculum development needs.	4
		c. Promotes the implementation of competency based instruction.	5

TABLE 10 Continued

Function	Mean n = 87	Task	Rank of Tasks Within Functional Area
3. Facilities and Equipment Highly Desirable = 1 Desirable = 2 Not Desirable = 3	1.66	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	2
		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	3
		d. Assists instructors in selecting and purchasing equipment.	4
4. Special Needs Program	1.67	b. Assists teachers in providing curriculum materials suitable for special need students.	1
		a. Provides criteria for identifying students with special needs.	2
		c. Coordinates training of teachers to work with special needs students.	3
5. Student Organizations	1.77	c. Conducts group workshops and in-service programs relating to student organizations.	1
		d. Assists teachers in integrating student organization activities into the instructional program.	2
		a. Plans and coordinates district wide student activities.	3
		b. Visits each teacher to assist with student organization activities.	4

TABLE 10 Continued

Function	Mean n = 87	Task	Rank of Tasks Within Functional Area
6. Career Education	1.78	b. Participates in the development of career education materials for use in the classroom.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Conducts workshops and in-service programs concerning career education.	2
		a. Works with instructors and school officials in implementing career education programs.	3
7. Professional Development	1.83	b. Conducts or coordinates group training programs for teachers.	1
		a. Assists teachers in maintaining minimum professional qualifications.	2
		c. Communicates professional development needs of instructors to State Department officials and teacher educators.	3
		d. Visits each instructor to assess individual professional development needs.	4
		e Encourages membership and active participation in professional organizations.	5
8. Program Assessment	1.91	b. Visits and assesses every program at least once a year.	1
		a. Assesses programs in terms of state standards and requirements.	2

TABLE 10 Continued

Function	Mean n = 87	Task	Rank of Tasks Within Functional Area
9. Public Relations	1.94	b. Provides instructors with resources for public relations programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshops for instructors.	3
10. Reporting	2.02	a. Provides instructors with available data and information related to his program.	1
		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3
11. Teacher Assessment	2.09	d. Assists teachers in the development of effective techniques for self-evaluation.	1
		b. Uses evaluation results to assist teachers in improving their performance.	2
		a. Visits each program to assess teacher performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4

TABLE 10 Continued

Function	Mean n = 87	Task	Rate of Tasks Within Functional Area
12. Adult Vocational Education Highly Desirable = 1 Desirable = 2 Not Desirable = 3	2.16	b. Provides information concerning materials and resources for adult education programs.	1
		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4
13. Terminee Placement	2.24	b. Provides information and materials concerning placement procedures and related activities.	1
		c. Conducts workshops and in-service programs related to student placement and follow-up.	2
		a. Reviews placement and follow-up records for each program.	3
14. Advisory Committees	2.31	a. Assists instructors in organizing and utilizing advisory committees.	1

TABLE 11

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY OCCUPATIONAL HOME ECONOMICS EDUCATION TEACHERS

Function	Mean n = 37	Task	Rank of Tasks Within Functional Area
1.5 Instructional Improvement	1.53	a. Provides information concerning resources and materials for instruction.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Conducts group workshops and in-service programs concerning instructional methods.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3
1.5 Curriculum Development	1.53	e. Conducts group workshops and in-service programs relative to curriculum development.	1
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	2
		a. Assists instructors in identifying training needs relative to his/her course offering.	3
		d. Visits each instructor to discuss curriculum development needs.	4
		c. Promotes the implementation of competency based instruction.	5

TABLE 11 Continued

Function	Mean n = 37	Task	Rank of Tasks Within Functional Area
3. Special Needs Program	1.67	b. Assists teachers in providing curriculum materials suitable for special need students.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Provides criteria for identifying students with special needs.	2
		c. Coordinates training of teachers to work with special needs students.	3
4. Facilities and Equipment	1.72	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
		d. Assists instructors in selecting and purchasing equipment.	2
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	3
		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	4
5. Reporting	1.74	a. Provides instructors with available data and information related to his program.	1
		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3

TABLE 11 Continued

Function	Mean n = 37	Task	Rank of Tasks Within Functional Area
6. Career Education	1.81	b. Participates in the development of career education materials for use in the classroom.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Works with instructors and school officials in implementing career education programs.	2
		c. Conducts workshops and in-service programs concerning career education.	3
7. Student Organizations	1.83	d. Assists teachers in integrating student organization activities into the instructional program.	1
		c. Conducts group workshops and in-service programs relating to student organizations.	2
		a. Plans and coordinates district wide student activities.	3
		b. Visits each teacher to assist with student organization activities.	4
8. Program Assessment	1.89	a. Assesses programs in terms of state standards and requirements.	1
		b. Visits and assesses every program at least once a year.	2

TABLE 11 Continued

Function	Mean n = 37	Task	Rank of Tasks Within Functional Area
9. Public Relations	1.92	b. Provides instructors with resources for public relations programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshops for instructors.	3
10. Professional Development	1.97	b. Conducts or coordinates group training programs for teachers.	1
		a. Assists teachers in maintaining minimum professional qualifications.	2
		c. Communicates professional development needs of instructors to State Department officials and teacher educators.	3
		e. Encourages membership and active participation in professional organizations.	4
		d. Visits each instructor to assess individual professional development needs.	5
11.5 Terminee Placement	2.09	b. Provides information and materials concerning placement procedures and related activities.	1
		c. Conducts workshops and in-service programs related to student placement and follow-up.	2
		a. Reviews placement and follow-up records for each program.	3

TABLE 11 Continued

Function	Mean n = 37	Task	Rank of Tasks Within Functional Area
11.5 Adult Vocational Education	2.09	b. Provides information concerning materials and resources for adult education programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4
13.5 Teacher Assessment	2.11	d. Assists teachers in the development of effective techniques for self-evaluation.	1
		b. Uses evaluation results to assist teachers in improving their performance.	2
		a. Visits each program to assess teacher performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4
13.5 Advisory Committees	2.11	a. Assists instructors in organizing and utilizing advisory committees.	1

TABLE 12

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY TRADE AND INDUSTRIAL EDUCATION TEACHERS

Function	Mean n = 78	Task	Rank of Tasks Within Functional Area
1. Instructional Improvement	1.55	a. Provides information concerning resources and materials for instruction.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Conducts group workshops and in-service programs concerning instructional methods.	2
		c. Visits each teacher to observe and assist in instructional improvement.	3
2. Curriculum Development	1.66	d. Visits each instructor to discuss curriculum development needs.	1
		a. Assists instructors in identifying training needs relative to his/her course offering.	2
		e. Conducts group workshops and in-service programs relative to curriculum development.	3
		b. Participates in the selection and preparation of books, study guides, and other curriculum materials.	4
		c. Promotes the implementation of competency based instruction.	5

TABLE 12 Continued

Function	Mean n = 78	Task	Rank of Tasks Within Functional Area
3. Facilities and Equipment Highly Desirable = 1 Desirable = 2 Not Desirable = 3	1.72	a. Keeps local school officials and teachers informed of minimum standards for equipment and facilities.	1
		c. Visits each program to assess facilities and equipment in terms of safety and suitability for purpose.	2
		b. Organizes in-service programs and workshops on the proper use and maintenance of equipment and facilities.	3
		d. Assists instructors in selecting and purchasing equipment.	4
4. Public Relations	1.73	b. Provides instructors with resources for public relations programs.	1
		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshops for instructors.	3
5. Special Needs Program	1.79	b. Assists teachers in providing curriculum materials suitable for special need students.	1
		a. Provides criteria for identifying students with special needs.	2
		c. Coordinates training of teachers to work with special needs students.	3

TABLE 12 Continued

Function	Mean n = 78	Task	Rank of Tasks Within Functional Area
6. Career Education	1.80	a. Works with instructors and school officials in implementing career education programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Participates in the development of career education materials for use in the classroom.	2
		c. Conducts workshops and in-service programs concerning career education.	3
7.5 Program Assessment	1.82	a. Assesses programs in terms of state standards and requirements.	1.5
		b. Visits and assesses every program at least once a year.	1.5
7.5 Professional Development	1.82	c. Communicates professional development needs of instructors to State Department officials and teacher educators.	1
		a. Assists teachers in maintaining minimum professional qualifications.	2
		b. Conducts or coordinates group training programs for teachers.	3
		d. Visits each instructor to assess individual professional development needs.	4
		e. Encourages membership and active participation in professional organizations.	5

TABLE 12 Continued

Function	Mean n = 78	Task	Rank of Tasks Within Functional Area
9. Student Organizations	1.86	a. Plans and coordinates district wide student activities.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Conducts group workshops and in-service programs relating to student organizations.	2
		d. Assists teachers in integrating student organization activities into the instructional program.	3
		b. Visits each teacher to assist with student organization activities.	4
10. Reporting	1.88	a. Provides instructors with available data and information related to his program.	1
		c. Assists instructors in correctly completing report forms.	2
		b. Monitors instructors reporting for promptness and accuracy.	3
11. Terminee Placement	2.00	b. Provides information and materials concerning placement procedures and related activities.	1
		a. Reviews placement and follow-up records for each program.	2
		c. Conducts workshops and in-service programs related to student placement and follow-up.	3

TABLE 12 Continued

Function	Mean n = 78	Task	Rank of Tasks Within Functional Area
12. Adult Vocational Education	2.04	b. Provides information concerning materials and resources for adult education programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Provides assistance in organizing adult vocational programs.	2
		c. Trains instructors in teaching adults.	3
		d. Visits and evaluates each adult vocational program.	4
13. Teacher Assessment	2.08	d. Assists teachers in the development of effective techniques for self-evaluation.	1
		b. Uses evaluation results to assist teachers in improving their performance.	2
		a. Visits each program to assess teacher performance.	3
		c. Keeps administrators and state supervisors appraised of teacher performance.	4
14. Advisory Committees	2.12	a. Assists instructors in organizing and utilizing advisory committees.	1

TABLE 13

RANK OF FUNCTIONAL AREAS AND TASKS OF THE VOCATIONAL EDUCATION DISTRICT SUPERVISOR AS PERCEIVED BY LOCAL EDUCATIONAL ADMINISTRATORS

Function	Mean N = 325	Task	Rank of Task Within Functional Area
1. Instructional Improvement	1.34	a. Provides information concerning resources and materials for instruction.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Conducts group in-service programs concerning instructional methods.	2
		c. Visits each program to observe and assist with instructional improvement.	3
2. Curriculum Development	1.52	c. Visits each program to discuss curriculum development needs.	1
		d. Conducts or organizes in-service programs and workshops related to curriculum development.	2
		a. Assists in the selection and preparation of books, study guides, and other curriculum materials.	3
		b. Promotes the implementation of competency based instruction.	4
3. Planning	1.57	a. Provides technical assistance in the development of local plans for vocational education.	1
		b. Informs administrators of state standards and requirements relating to local planning.	2
		c. Provides services related to planning which are requested by local administrators.	3
		d. Provides administrators with instruments and procedures for assessing need.	4

TABLE 13 Continued

Function	Mean N = 325	Task	Rank of Task Within Functional Area
4. Professional Development	1.66	b. Conducts or coordinates group in-service training programs for teachers.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		d. Visits each instructor to discuss individual professional development needs.	2
		a. Assists administrators in planning staff development programs.	3
		c. Conducts or coordinates in-service training programs for administrators.	4
		e. Encourages membership and active participation in professional organizations.	5
5. Facilities and Equipment	1.71	a. Keeps administrators informed of minimum state standards for equipment and facilities.	1
		c. Visits each program to assess equipment and facilities in terms of safety and suitability for purpose.	2
		b. Organizes and conducts in-service programs on the proper use and maintenance of equipment and facilities.	3
		e. Assists administrators in planning facilities.	4
		d. Assists administrators in purchasing equipment.	5

TABLE 13 Continued

Function	Mean N = 325	Task	Rank of Task Within Functional Area
6. Public Relations	1.72	b. Provides instructors with resources for public relations programs.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		a. Assists instructors in planning public relations programs.	2
		c. Conducts public relations workshop for instructors.	3
7. Student Organizations	1.73	a. Plans and coordinates district-wide and state-wide student organization activities.	1
		c. Conducts workshops relating to student organization management.	2
		d. Assists in integrating student organization activities into the instructional program.	3
		b. Visits each program to assist with student organization activities.	4
8. Evaluation	1.75	a. Evaluates local vocational program in terms of state standards and requirements.	1
		b. Provides technical assistance to local administrators in organizing and conducting local self-evaluation.	2
		c. Provides administrators with instruments and procedures for local evaluation.	3

TABLE 13 Continued

Function	Mean N = 325	Task	Rank of Task Within Functional Area
9. Special Need Program	1.80	a. Assists administrators in planning programs for special need students.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Provides teaching materials suitable for special need students.	2
		c. Conducts workshops and in-service programs on working with special need students.	3
10. Teacher Assessment	1.81	c. Assists teachers in developing effective techniques of self-evaluation.	1
		a. Visits each program to assess teacher performance.	2
		b. Provides administrators with technical assistance in assessing teacher performance.	3
11.5 Career Education	1.83	b. Assists in the development of career education materials for use in the classroom.	1
		a. Works with school officials in implementing career education.	2
		c. Conducts workshops and in-service programs concerning career education.	3
		d. Assists administrators in planning career education programs.	4

TABLE 13 Continued

Function	Mean N = 325	Task	Rank of Task Within Functional Area
11.5 Terminee Placement and Follow-Up	1.83	b. Provides technical assistance to local administrators in utilizing placement and follow-up information for program improvement.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		c. Conducts workshops and in-service programs relating to student placement.	2
		a. Reviews placement and follow-up records from local schools.	3
13. Adult Vocational Education	1.84	a. Provides assistance in planning for vocational programs.	1
		b. Assists in organizing and conducting adult vocational programs.	2
		c. Conducts workshops and in-service programs on adult education teaching methods and techniques.	3
		d. Visits and evaluates each adult vocational program.	4
14. Reporting	1.86	a. Provides administrators with data and information collected by the State Department of Education relating to their programs.	1
		c. Assists administrators and instructors in correctly completing their report forms.	2
		b. Monitors local reporting activities for promptness and accuracy.	3

TABLE 13 Continued

Function	Mean N = 325	Task	Rank of Task Within Functional Area
15. Advisory Committees	1.96	a. Assists instructors in organizing and utilizing advisory committees.	1
Highly Desirable = 1 Desirable = 2 Not Desirable = 3		b. Assists administrators in organizing and utilizing advisory committees.	2
		c. Attends and participates in advisory committee meetings when requested.	3